

Helps and Hints

Family Child Care Newsletter

**Arkansas State
University**

Childhood Services

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Helps and Hints Family
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Inside this issue:

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Science

Blocks

Dramatic Play

Language Arts

And much more!

I Am Special...

Fifteen little ones are seated around our table. We've been learning about how special each of us is. We discussed with the children how they are similar and how they are different. We have drawn pictures, glued collages, told stories, graphed, sung, and read lots of books. I want them to know without a doubt that each of them is a one-of-a-kind, unique, special miracle. I want each of them to be able to say, now and forever, "I am special."

When you have finished using this theme, we hope each child you care for can say with confidence, "I AM SPECIAL."



Mark your calendars!

8th Annual Family Child Care Conference

April 21 and 22, 2006

Jonesboro, AR

Don't Forget...

Family Child Care Business Training with Tom Copeland

Saturday, April 8, 2006

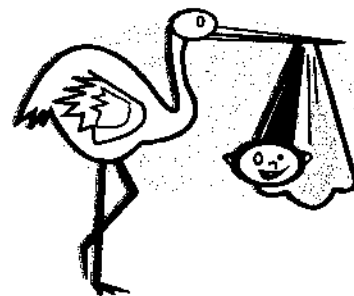
Jonesboro, AR

Call toll-free 1-888-429-1585 for information!

Parent Involvement

Ways to include parent in this theme:

1. Invite parents to write a letter telling about the day their child was born. Ask them to include information such as why they gave the child their name, how many family members were present, any funny or touching moments. Share these letters at circle time and also save them for a special book entitled *I AM SPECIAL* (see *Language Arts Section*).
2. Invite parents to come and read or tell about their child's entrance into their family. Ask parents to bring baby photos of the child. Be sensitive to families such as Katrina victims who may not have baby photos. As an alternative for those families ask parents to bring current pictures of their child and ask the child to draw a picture of himself as a baby.



INTRODUCING THE THEME

One of a Kind

Benchmarks:

SE:1.7 1:10 1:12 1:15 C/I: M&S: 3:22 SS: 3:26 3:237 3:28 PD

HN: 4:1 L: 5.1 5:2 5.5-5.7

Materials: Large covered box with a large mirror inside it.

At circle time produce the large box. When the children ask what is inside, tell them to guess. Give clues such as:

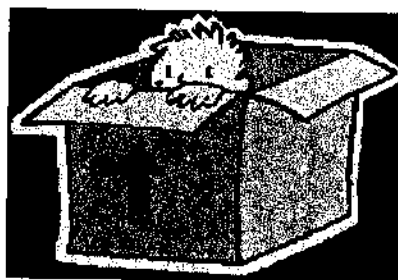
"There is nothing else like it in the whole world."

"I've never seen another one anywhere."

"It is the only one made like this."

"What is in this box is a one of a kind."

When children have guessed for awhile, let each one peek inside the box. They will see themselves. Ask what they see. Discuss alike and different. Reinforce how special of them is. Extend the activity with the the art section.



how each of them is special and unique each "It's Me" activity in

Fingerplays

Can You Pat Your Head?

Can you pat on your head, cover up your ears?
Hide your eyes, hold your nose
Pinch on your cheek, pull on your chin
Rub your tummy and slap your knee
Point to your toes, pull on your nose.
Pinch on your cheek, pull on your chin,
Rub your tummy and slap your knee.
Give yourself a hug
And blow a kiss to me.



Who Feels Happy?

"Who feels happy, who feels gay?
All who do, pat their heads this way.
Who feels happy, who feels gay?
All who do, not their heads this way.
Who feels happy, who feels gay?
All who do, scratch their heads this way."

Runaway

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.
A have two ears to hear with,
And a tongue to say good-day.
And two red cheeks for you to kiss,
And now I'll run away.

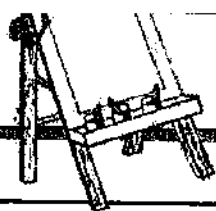
(Point to parts of body mentioned. Run away on last line. It can be sang to tune of "Go In and Out the Window.")

My Head, My Shoulders, My Knees, My Toes

My head, my shoulders, my knees, my toes.
My head, my shoulders, my knees, my toes.
My head, my shoulders, my knees, my toes.
Let's all clap together.

My toes, my knees, my shoulders, my head.
My toes, my knees, my shoulders, my head.
My toes, my knees, my shoulders, my head.
Let's all sit down together.





Art & Creativity

One of a Kind Masterpiece

Benchmarks:

S/E IS: 1.10 C/A 2.10 2.12

Materials:

Inexpensive picture frames or frames made from construction paper or card stock

Gold spray paint

Black construction paper

White cardstock

Lamp or flashlight

Paper, pencil

Two adults

Scissors



Spray paint the frame gold. Let dry.

Make silhouettes of children. Tape a piece of white paper onto a wall opposite the lamp. Put a chair beside the lamp or flashlight so that there will be a shadow of the child's profile cast on the white paper. One adult will help the child sit still for a few seconds while the second adult traces around the profile shadow. Help the child cut out the profile and trace it onto black construction paper. Cut out the black silhouette of the child and glue to white card stock. When dry, mount inside the gold frame you've created.

Display under a sign that says "*One of a Kind Masterpieces*".

At circle time look at all the pictures of the children. Notice whether children can look at the silhouettes and name the child in the picture. Remind each child s/he is a one of a kind masterpiece.



Gingerbread Children

You'll need:

- 1 box butterscotch pudding mix
- 1/2 cup shortening
- 1/2 cup brown sugar
- 1 egg
- 1 1/2 cups flour
- 1 1/2 tsp. ginger
- 1/2 tsp. cinnamon
- 1/2 tsp. Baking soda



To make: Cream the shortening and brown sugar. Add the egg and mix well. Add the pudding, flour and spices. Mix. Roll the dough 1/8" to 1/4" thick and cut into one large gingerbread character or lots of small ones. Bake on a greased cookie sheet at 350 degrees for ten minutes.

Peanut Butter Balls

- 1/2 cup peanut butter
- 1/2 cup honey
- 3/4 to 1 cup powdered milk

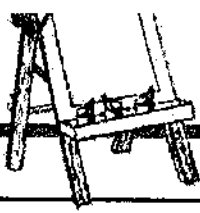
Combine all of the ingredients in a bowl. Shape the mixture into small balls and roll in chopped nuts, coconut or graham cracker crumbs, if desired. Let children shape the balls themselves (head, body, arms, and legs).

Happy Face Crackers

- Assorted Crackers
- Assorted flavors of cheese in squeeze cans

Have groups of children take turns creating their own hair styles and smiling faces by squeezing the cheese on the crackers.





Art & Creativity

A Handy Mobile

Benchmarks:

S/E 1.8 1.9 1.12 C/A 2.1 2.10 2.12 PD 4.6

Materials:

Variety of colors of construction paper or cardstock

Scissors

Straws

tape



Each child can choose four different colors of paper or use a combination of colors.. Encourage children to trace around their hands four times, and then cut out the tracing. Help the children to tape the handy cut outs to the ends of two straws. Cross the two straws and tie in the middle and hang the mobile where it can move freely.

During this activity compare the size of the children's hands, talk about how unique each child's hand is, etc. to reinforce the "I Am Special" goal of this theme. Also notice how well our hands move, point out all the hand movements involved in children accomplishing this project. Discuss how each of us grows at a different rate, so some of the hands are larger than others. Talk about how not only do we grow physically at different rates, but we also learn new skills and new ideas at different rates. Point out some of the children are more able to trace and handle scissors skillfully. Others may need more help. The reason is that we are each developing differently. Stress that this different development is an awesome example of how unique we each are. We all learn together at our own pace.



Infant Toddler Activities

So Big

Read the book "So Big" to your infant/toddler, then play the game So Big. Raise baby's hands above her head and sing song "You're getting So BIG" Play as long as baby is interested. For older toddlers, use yarn or adding machine tape to measure and find how tall the toddler is. A good way to help a toddler realize his or her height is to help the child build a Duplo Lego tower as tall as the child, then measure the tower together.



Five Senses

Touch:

Materials:

Soft fabrics, fuzzy fabrics, smooth fabrics, rough fabrics for infants and toddlers to touch and handle.

Smooth stones (be sure they are large enough not to be a choking hazard)

Rough dish scrubbers

Bath scrubbers make excellent soft things for little one to feel, carry, and throw.

Smell

Talk about smells as you go through the day. "Do you smell the cookies baking? How do they smell?" Ask moms and dads to spray their favorite cologne or after shave on a soft face cloth. Infants and toddlers may want to carry the cloth with them through the day if they recognize their loved one's fragrance.

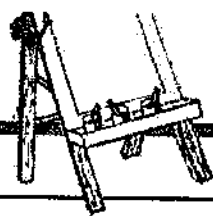
Taste:

Infants/toddlers may not like the flavor of a new food the first time it is presented to them. Sometimes it takes as many as ten times introducing a new food before a child begins to try and enjoy it.

Face Flannel Board

Cut out a round face from tan felt. Cut out eyes, ears, mouth, nose and hair out of felt.

As you place this face and features on the bulletin board, discuss with the children what is happening. . Let them play with the felt pieces on the board. Stay close and encourage the children to experiment with making faces with the felt pieces. If they become disinterested, simply remove the flannel board pieces and reintroduce later.



Art & Creativity

Picture This:

Benchmarks:

S/E 1.1 1.4 2.10 2.12 C/I 3.22 3.26-3.28 PD 4.1 4.6-4.8 L 5.1 5.2
5.5-5.9

Materials:

Mirror

Wall paper books or scrap booking frame materials

Cardstock

Construction paper in flesh tones

Art collage materials: eyes, glue, foam, etc.

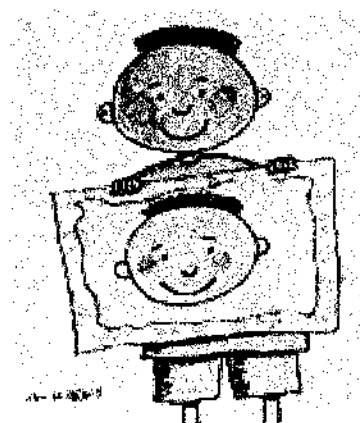


Pass the mirror around the circle of children. Ask the children to look into the mirror and tell you one thing they really like about the face they see in the mirror. Write down each response. Ask if they all have the same color hair, eyes, shape of ears, nose, etc. Encourage the children to look at their friends and see how special each child is. Tell the children you want to remember how they look and introduce the Picture This activity.

Pre-cut frames from the wallpaper books to use as pictures frames.

Encourage children to select the frame they like and glue to the cardstock. They will use the collage materials and art materials to create a picture of themselves inside the frame.

Display the completed pictures.



Infant Toddler Activities

Photo Album

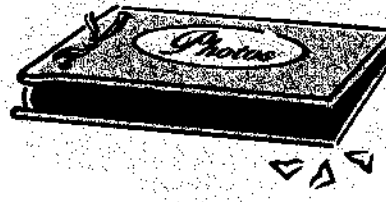
Materials:

Four or five photos of each child

Cardboard

Ziplock bags

Or small inexpensive photo album



Place two photos in a ziplock bag with cardboard between them. Assemble baggies and punch holes in one end. Use key rings to hold ziplocks baggies together to form a toddler photo album or lace with yarn (double the yarn).

Teddy Bear, Teddy Bear, Where's Your Eyes?

Use a favorite stuffed animal to explore facial and other body parts with little ones. Ask "where are teddy's eyes?" Point to eyes and tell the child "There are teddy's eyes". Continue as long as infant is interested.

Water

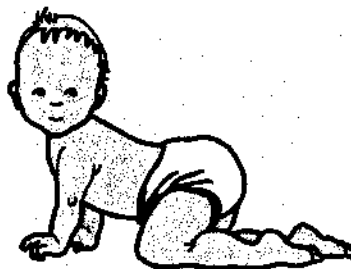
Put a small doll, wash cloth, small squeeze bottle of no-tears baby shampoo in the water table and let toddlers give the baby a bath. As they are bathing baby, talk about the body parts of the doll. "Oh, you're washing the baby's toes, aren't you?"

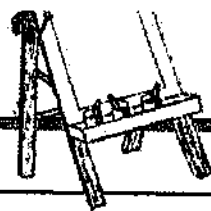
Body Language

When feeding the baby or toddler, mention body parts as a part of your daily routine. "Let's put this bite of peaches into your mouth" "I'm going to wash your left hand now". Always mention left and right when appropriate so baby can learn to identify them.

Math Choices

By pointing out differences and likeness as you talk to infants and toddlers you can develop vital learning connections for math and reading later. As you offer toys to the child you can point out differences "Would you like the pink bunny or the blue bunny?"





Art & Creativity

It's Me!

Benchmarks:

S/E 1.19 C/A 2.1 2.10 - 2.12 C/I 3.26-3.3.28 3.30 3.31

Materials:

Old pants, long-sleeved shirt, and pillowcase for each child

Lots of newspaper

Fabric crayons or fabric markers

Or T-shirt transfer



Request children bring an old pair of pants, a long sleeved shirt and a pillow case. Spend time each day for a week tearing up newspaper and making large paper wads with it (have fun with fake snow ball fights with the paper balls, etc.). When a large collection has been gathered, use to stuff each child's pants and shirt.

Ask children to draw a picture of themselves on the pillow case using the fabric crayons or makers.. Or use T-shirt transfers to transfer a photograph onto the pillow cases. Stuff the pillow case and add with the shirt and pants to create a life-size replica of each child.

Mirror Painting

Benchmarks:

S/E 1.2 1.7 C/A 2.10-2.12 C/I 3.26-3.28

Materials:

A few large hand mirrors

Few colors of paint mixed with small amount of dishwashing liquid in small containers,

Small paint brush

Camera



Work one on one with children. Invite them to look at themselves in the mirror, and then encourage them to alter their appearance by painting on new features. If the child seems unsure what to do, suggest something such as a mustache, freckles, hair color change. If possible, take a photograph of the changes to display.

Infant Toddler Activities

This is Me

This is me, from my head to my toes.
I have two eyes and one little nose.
I can wiggle my ears and stamp my feet.
From my head, to my toes, I'm really neat!



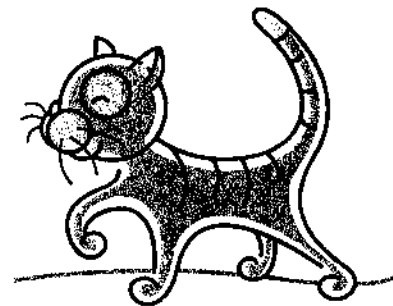
Five Little Fingers

Five little fingers standing up tall (*hold both hands up with fingers spread wide*)
Five little fingers oh so small (*put thumb and first finger close to indicate small*)
Five little fingers wiggling so high (*hold hand high in air and wiggle*)
Five little fingers wave bye bye (*wave bye bye*)

This is Where the Kitty Sat

This is where the kitty sat (*touch child's nose*)
This is where the kitty jumped (*touch child's forehead*)

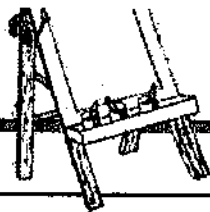
Eye Winker (*lightly touch eye lid*)
Tom Tinker (*touch opposite eye*)
Nose smeller (*touch nose*)
Mouth kiss (*touch mouth*)
Chin Chopper (*touch chin*)
Get her, get her, get her (*tickle*)



CrissCross Applesauce

Hold child on your lap facing out

Criss cross, applesauce (*make large X starting at one shoulder and going to waist, then opposite shoulder to waist*)
Spider crawling up your back (*walk your fingers up child's spine*)
Gentle breeze (*softly blow on back of child's neck*)
Tight squeeze (*hug child*)
Tickle out all the sillies (*gently tickle*)



Art & Creativity

Me Puppet

Benchmarks: S/E 1.8 C/A 2.10-2.12 C/I 3.26- 3.29

Materials:

Paper bags

Crayons

Yarn

Fabrics



Children can make a paper bag puppet of themselves. Using the fabric they can "dress" the puppet. They can use the puppets to put on puppet shows using themselves as the characters.

Me Puppet 2

Benchmarks: S/E 1.8 C/A 2.10-2.12 C/I 3.26-3.29

Materials:

Craft sticks or paint stirring sticks

Photo or drawing of each child

Glue

Use a photograph or ask children to draw a picture of themselves on cardstock. Cut out and laminate. Glue to sticks to use as puppets.

Fingerprint Page for I Am Special Book

Bnechmarks: S/E 1.7 1.8 C/A 2.10-2.12 PD 4.6-4.8

Materials:

Washable ink pad in various colors

Paper

Invite the children to use their fingers to make designs with their fingerprints and the ink on the paper. Use this page for a fingerprint page for the I Am Special Book.



It's Me

Bnechmarks: S/E 1.7 1.8 C/A 2.10-2.12 PD 4.6-4.8

Materials:

Paper

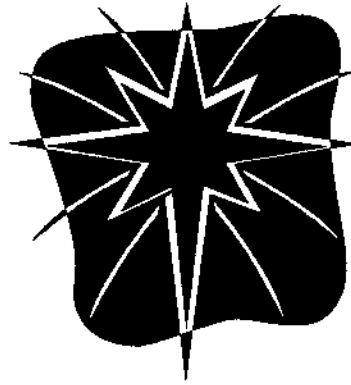
Crayons, markers, paint, etc.

Infant Toddler Activities

Who Has Those?

Tune: Twinkle, Twinkle, Little Star

Eyes and ears, a mouth and nose-
Tell me, tell me who has those?
I have those and so do you.
Other people have them, too.
Eyes and ears, a mouth and nose-
You and I have all of those.



Head and Shoulders

Head and shoulders, knees and toes,
Knees and toes, knees and toes,
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.

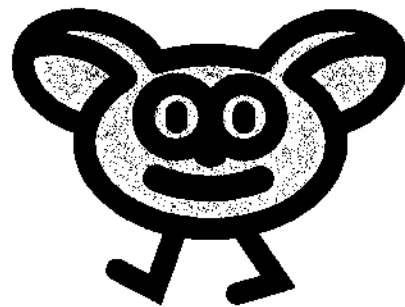
Ankles, elbows, feet and seat, feet and seat.
Ankles, elbows, feet and seat, feet and seat.
And hair and hips and chin and cheeks.

See My Eyes

(to the tune of Skip to my Lou)

Eyes, eyes, see my eyes.
Eyes, eyes, see my eyes.
Eyes, eyes, see my eyes.
Point to your own eyes with me.

(ears, nose, mouth, etc.)



I Have

I have two eyes that see so well.
I have two ears to hear a bell.
I have a nose to help me smell.
I have a mouth with lots to tell.



Sing, Song, Sway

This is Me

This is me, from my head to my toes.
I have two eyes and one little nose.
I can wiggle my ears and stamp my feet.
From my head to my toes, I'm really neat.

I Have

I have two eyes that see so well.
I have two ears to hear a bell.
I have a nose to help me smell.
I have a mouth with lots to tell!

See My Eyes

(to the tune of Skip to my Lou)

Eyes, eyes, see my eyes (3x)
Point to your own eyes with me.

Ears, ears, see my ears (3 xs)
Point to your own ears with me.

Nose, nose, see my nose (3x)
Point to your own nose with me.

Mouth, Mouth see my mouth (3x)
Point to your own mouth with me.

*Other verse such as fingers, fingers,
Knees, wrists, etc. could be added.
Invite the children to add some features to the verses.*

ME

I can stand
Up very tall.
(stand on tiptoes)



Cooking and Children Mix Well

2 cucumber slices
¼ cup shredded carrot
1 process American cheese slice 2 small onion slices
1 thin sweet red pepper slice, halved lengthwise
1 celery rib
Plastic knives

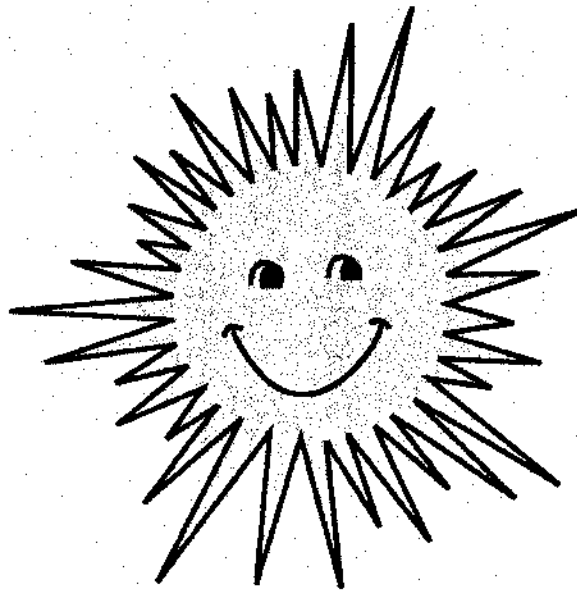
Give the children a demonstration on using the plastic knives safely.

Give each child a piece of bread, lettuce leaf and bologna slice. Assemble with lettuce on bread and bologna on top for the face. Provide the remaining ingredients and allow the children to use them to create faces on their sandwiches. They will use the plastic knives when needed to cut vegetables smaller or to shape them.

Some suggestions if they are needed would be to cut the cheese into strips to form eyebrows, use the pickles for the eyes with olives for the pupils, mouth slices, etc. Here is a song that would go well with this cooking project.

Happy Faces (To the tune of Jingle Bells)

Smiling faces, happy faces,
Giggling all around
Oh, what fun we'll have this way
In a happy class today.
He-he-he-, he-he-he
Ha-ha-ha, ha-ha-ha-ha,
In a happy class today.





Sing, Song, Sway

Then make myself
Very, very small
(*crouch down*)
I can be quiet
As quiet as can be
(*finger touching lips*)
But here I am
Just being ME!
(*Jump and shout ME*)

There is No One Just Like Me
There is no one just like me
Look around and you will see
There is no one
Like me to be found.

Some are short
And some are tall
Some are big
And some are small
I am very special
Cause I'm me!

I Am Special
(*tune Frere' Jacques*)

I am special,
I am special,
So are you, so are you.
We can work together,
We can work together,
Here at school
Here at school



Cooking and Children Mix Well

Cookie Cutter Friends

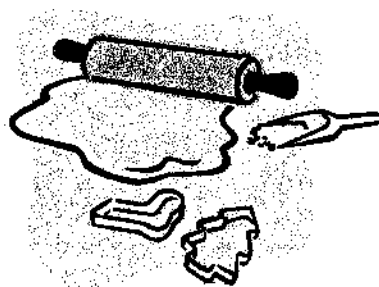
Materials:

Gingerbread cookie cutters

Bread

Milk

Food coloring



Invite the children to use the cookie cutters to cut people from bread with the cookie cutter. Mix milk and food coloring and let them paint the people. Can be toasted in the oven and color still shows up.

Orange Juice

Pour some orange juice for snack as you teach this rhyme.

My eyes can see some orange juice.

My ears can hear it pour.

My nose can smell it in the cup.

My mouth can ask for more!

Unique Cookies

Use your favorite cookie recipe to bake cookies with the children. Talk about the ingredients and utensils while they are being prepared. Look at the cookies before they are baked. Are they all alike? Ask "do you think they'll all be alike when they are finished baking?" After baking discuss the things that were alike about the cookies: all were made of the same ingredients, baked by the same people, baked in the same oven on the same pan at the same temperature. Then notice the different shades of colors, shapes and sizes of the cookies. People are like cookies, we were all made of the same ingredients, but we are all different.

Self-Portrait Sandwiches

These ingredients will feed two children

Ingredients:

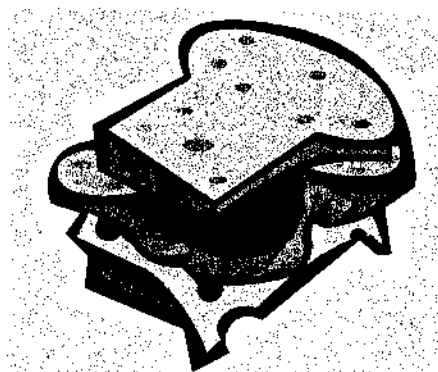
2 bread slices for each two children

2 lettuce leaves

2 bologna slices

3 large pitted ripe olives

3 pickle slices





Sing, Song, Sway

I Like Me

(to the tune of Three Blind Mice)

I like me, I like me!

I'm wild about myself,

I'm wild about myself.

I like my picture that's on the shelf

I take myself to the picture show

I take myself where ever I go

I like me, I like me!

I'm wild about myself

I Am A Special Helper

I am special

I can learn

I can share and take my turn

I am special

As can be

A helper when my friend need me!

I'm Glad I'm Me

No one looks

The way I do

I have noticed

That it's true

No one walks the way I walk

No one talks the way I talk

No one plays the way I play

No one says the things I say

I am special

I am me.

There's no one else

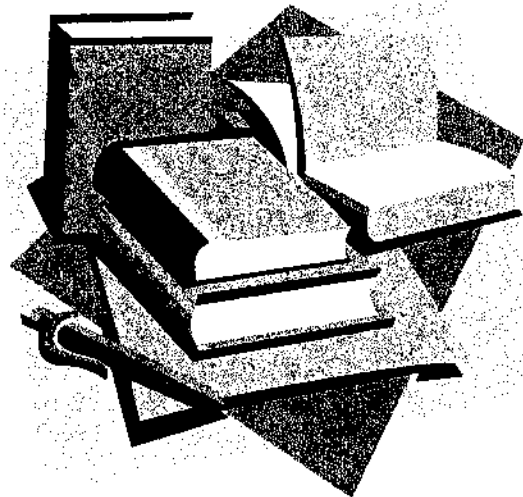
I'd rather be.





Book List

Best of All	Max Lucado
Parts	Tedd Arnold
Stella Luna	Janell Cannon
When the TV Broke	Ziefert
Sometimes I Feel Like a Mouse	Jeanne Modesitt
Woo the Not So Scary Ghost	Sarranga
Slower than a Snail	Schreiber
I Wish I Could Fly	Mares
Happy Healthy Bodies	Ransford
What's Inside My Body	Scholastic
Your Five Sense	Berger
You See With Your Eyes	Berger
You Hear with Your Ears	Berger
You Touch with Your Fingers	Berger
You Smell With Your Nose	Berger
You Taste with Your Tongue	Berger
The Human Body	
Marsupial Sal	John Lithgow
Your Skin and Mine	Paul Showers
Me Too Iquana	Reinach
Why Are You So Mean to Me	Hautzig
The False Flamingoes	Damjan
Saggy Baggy Elephant	Little Golden Books
Saggy Baggy Elephant - No Place for Me	Little Golden Books
The Very Sleepy Sloth	Andrew Murray
My Many Colored Days	Dr. Seuss
Purple Pickle Juice	Mercer Mayer
Me on the Map	Joan Sweeney
Earthdance	Joanne Ryder
Just Like Me	Christine Hood
I Like Me	Nancy Carlson
An Afternoon at Emmies	Gail M Griffin
The Princess and the Pea	Amy Hout
Matthew's Dream	Leo Lionnni
Rumpelstilskin	Sara Toast
The Secret Name	Oded Burla





Sing, Song, Sway

I Am Special

(to the tune of Frere Jacques)

I am special *(point to self)*

I am special

Don't you see?

(make binoculars with your fingers)

Someone very special *(hands out to the sides, palms up)*

Someone very special

Cause God made me

God made me!

(spoken: AND GOD DON'T MAKE NO JUNK!)



Fingers, Fingers, Everywhere

Fingers, fingers, everywhere,

Fingers blinking in the air,

(wiggle fingers open and shut hands)

Fingers reach to touch ten toes,

Fingers tying little bows,

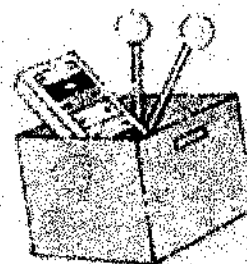
(touch toes and imitate tying)

Fingers learn to button and snap

(imitate buttoning and snapping)

Fingers, fingers, clap, clap, clap!

(clap hands 3 x)



If I Were a Horse

(traditional nursery rhyme)

(this nursery rhyme would make an excellent transition tool)

If I were a horse, I'd neigh, of course

(hold up fingers for ears at head)

If I were a bug, I'd curl up in a rug.

(curl self into a ball)

If I were a bear, I'd comb my hair.

(imitate combing body with fingers)

If I were a pig, I'd dance a jig.

(dance in place)

Book List

Quick as a Cricket
Sometimes I Like to Cry
Just Because I Am
I Like Me!
What Neat Feet!
God Made Me
God Loves You (pop up)
Where Do Kisses Come
From?
The Little Rabbit Who
Wanted Red Wings
Bunny's New Shoes
Baseball Bllerina
You Are Special
You Are Mine
Green Noses
Pete and the Vegetable
Soup
The Carrot Seed
Scuffy the Tugboat
Mama, If You Had a Wish
Sir Small and the
Dragonfly
Bones
The Foot Book
Hello Toes Hello Feet
Tell Me Again About the
Night I Was Born
Two Peas in a Pod
Joshua's Book of Clothes
Lil Miss Fussbudget
The Runaway Bunny
I Can
God Made Me Too
Barney Plays Nose to Toes
Ooops, I Made A Mistake
A Color of His Own

Audrey Wood
Elizabeth and Henry Stanton
Lauren Murphy
Nancy Carlson
Hana Machotka
Linda L. Boyer
Arnold Shapiro

Maria Fleming

Carolyn Sherwin

Kathryn Cristaldi
Max Lucado
Max Lucado
Max Lucado

Yail Assaf
Ruth Krauss
Little Golden Books
Modesitt

Jane O'Connor
Stephen Krensky
Dr. Seuss

Jamie Lee Curtis
Annegert Fuchshilka
Frankel
Allen
Margaret Wise Brown
Vanese Delahousay
Sheri Babby
Larsen
Hood
Leo Lionni





Sing, Song, Sway

If I were a hen, I'd scratch in my pen.

(scratch with feet on ground)

If I were a lynx, I'd sit like spinx

(hold arms out and close eyes)

If I were a snail, I'd crawl on the trail.

(crawl fingers up other arm)

But if I were a gnu, I'd have nothing to do.

(sit down, shrugging shoulders, hands up).

In order to explain words the children may not be familiar with, be sure to have pictures of a lynx, sphinx, and gnu available for the children to view.

God Made Me

To the tune of London Bridge is Falling Down

(point to self and others when you say me and you. Hug self at the end.)

God made me and all of you,

All of you, All of you.

God made me and all of you.

He loves us.

(hop around like frogs and flap around like birds for second verse)

He made frogs and birdies too

Birdies too, Birdies too.

He made frogs and birdies too

Cheep! Cheep! Cheep.

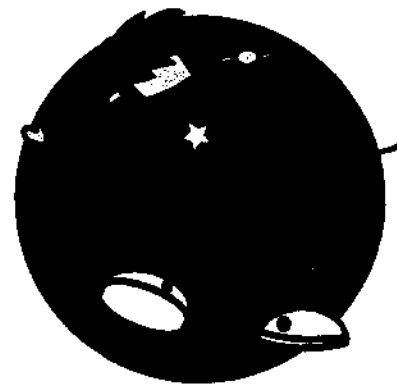
God Made Me Wonderful

God made my eyes, ears and nose.

God made my fingers, mouth and toes.

God made me, I'm happy to say;

God made me in a wonderful way



Sand/Water Play

Taking Care of Teeth

Benchmarks: 4.2 4.6--4.7

Materials:

Soda bottles with the type of tooth shaped bottom such as Mt. Dew

White tempera paint

Toothbrushes

Display the proper procedure to brush teeth, then provide the soda bottles and toothbrushes with white paint as toothpaste for the children to practice brushing.

Water Tub

Baby shampoo, baby powder, water, dolls to bathe

Cookie Cutters

Materials:

Flour

Sifter

Measuring cups

Cookie cutters

Measuring spoons

Mixing bowl

Mixing spoons

Small cookie sheet



Encourage the children to draw faces in the sand.

Have people figures for the children to play with in the sand.

Make face from wet sand—make facial features.



Sing, Song, Sway

My Fingers Can Snap

My fingers can snap
My hands can clap
My feet can march around
I can wiggle my arms and jiggle my legs
And sing a song out loud.

Look What My Body Can Do!

Here are my eyes.
What can they do?
Blink and cry
And shine bright blue.

Here is my nose
What does it do?
Breathes and smells
And sometimes ker-choos!

Here are my hands.
What do they do?
Swing and catch
And wave hi to you.
Here are my feet.
What do they do?
Jump and run
And walk to the zoo!

How to Be Me

(To the tune of Twinkle, Twinkle, Little Star)

There's no one who's just like me,
No one who knows how to be
Me when I am mad or sad.
Me when I am very glad.
There's no one who's just like me.
Me is who I'm proud to be!



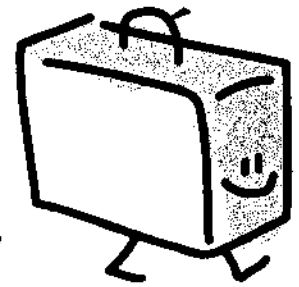
Language Arts

My Special Things

Materials:

Small suit case or back pack

Children take turns take home the suit case or back pack and packing it with things which are special to them. During circle time they take out each item and tell their friends about the item, why it is special to them, etc.



Listen Carefully

During the first part of the week have a tape recorder and mirror out during free play. Have each child describe him/herself into the recorder. She/he can talk about his/her face, clothes, favorite toys, etc. If the child is having difficulty, encourage conversation by asking questions like: "What color hair do you have?" "Tell me about the clothes that you're wearing." After you have taped each child's voice, play the tape at circle time. Have the class guess who is talking.

Sometimes I Am Tall

Sometimes I am tall.

Sometimes I am small.

Sometimes I am very, very, tall.

Sometimes I am very, very, small.

Sometimes tall, sometimes small,

See how I am now.

(Stand at full height).

(Bend down close to floor).

(Stretch on tip toes).

(Bend as close to floor as possible).

(Stretch high—bend low).

Baby's Bath

Baby's ready for his bath.

Here's the baby's tub.

Here's the baby's washcloth.

See how he can rub.

Here's the baby's cake of soap,

And here's the towel dry,

And here's the baby's cradle,

back

Rock-a-baby-bye.

(Make circle with arms).

(Hold hand up, palm flat).

(Pretend to rub face).

(Make a fist).

(Hold hands flat, thumbs touching).

(Make imaginary cradle and rock it



Baby's Nap

This is a baby ready for a nap.

Lay him down in his mother's lap.

Cover him up so he won't peep.

(Hold up finger. Place in palm of hand).

(Wrap other fingers to cover him).



Sing, Song, Sway

Ten Little Fingers

I have ten little fingers *(wiggle fingers)*
And ten little toes *(wiggle toes)*
Two little arms *(wave arms)*
And one little nose *(wiggle nose)*
One little mouth *(move mouth)*
And two little ears *(use hands to wiggle ears)*
Two little eyes for smiles *(smile)*
And tears *(use fists to rub eyes as if crying)*
One little head *(nod head)*
And two little feet *(stomp feet)*
One little chin, *(touch chin)*
And that's *(have children shout their names)* complete!



A Great Big Hug

Give yourself a great big hug.
Give it all you've got.
Pat yourself on the back.
Smile and smile a lot.
Make yourself a little bow.
Shake your hand and then
Show yourself you like yourself
And hug yourself again!

Here is a Circle That Is My Head

Here is a circle that is my head.
Here is my mouth where words are said.
Here are my eyes so I can see.
Here is my nose; it's part of me.
Here is my hair on top of my head.
Here is my hat so fine and red.
Here is my smile that I show to say
I'm very glad to be in school today!



Language Arts

Create a book for each child titled *I AM SPECIAL*. Use the activities in this theme to create the pages.

Birth Announcement

Benchmarks: 3.26 3.27 - 3.30

Materials:

Real birth announcement (preferably one for a child you know)

Construction paper

Art supplies

Before this activity, ask the parents, grandparents or guardian to write down why they gave each child his/her name. A child's name is a special, unique part of him or her.

Show the children the birth announcement. Talk about how parents and families send out birth announcement because they are so full of joy over the birth of the new child. The parents want everyone to know when the child was born and what name that child has.

Ask the children what their own names mean. Be ready to write down their responses. Read the information the families provided about the children's names. Encourage each child to use a short sentence strip to write the child's name. Glue the sentence strip onto construction paper. Ask the children to use the art materials to illustrate the meaning of their names. Add to the *I AM SPECIAL* book for each child.

See Sing, Song, And Sway section for special name songs and fingerplays to use during this circle time and art project.

Me Puppets

2.1 2.2 L5.1 5.2 5.3 5.6 5.7 5.8

See Art and Creativity for the directions to make these puppets. Encourage the children to use them to do puppet plays with their friends with themselves as the characters. Also encourage the children to use the puppets to tell you stories or visit with you.



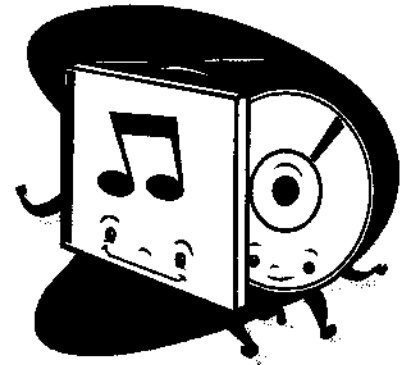


Sing, Song, Sway

Special Me

(to the tune of Twinkle, Twinkle Little Star)

Special, special, special me
How I wonder what I'll be
In this big world I can be
Anything I want to be
Special, special, special me
How I wonder what I'll be.



The Run Away

To the tune of "Go in and Out the Window"

I have two eyes to see with *(children put finger and thumb in circle in front of eyes as if for glasses)*
I have two feet to run *(run in place)*
I have two hands to wave with *(wave)*
And nose I have but one. *(touch nose)*

I have two ears to hear with *(wiggle ears with hands)*
And a tongue to say "Good-day" *(call out Good-day)*
And two red cheeks for you to kiss *(point to cheeks)*
And now I'll run away. *(turn and run away)*

Counting

To count myself
Is quickly done.
There's never more of me
Than one.

My Name is Special

(use a bumble bee puppet with this chant)

Biddely Diddely Bumblebee
Won't you tell your name to me?
(child says name) Karen
(everyone claps and repeats the name twice)
Karen! Karen!

Blocks

Milk Box People

Benchmarks: 3.29 3.20 3.31 3.32

Materials:

Small milk boxes or other small boxes

Art materials

Collect several milk boxes (at least one per child) of different sizes. Disinfect boxes and let dry. Cover each box in white paper. Encourage children to draw themselves on the side of the boxes. Use these "milk box people" for the block families to play with.

Our Town

Benchmarks: 2.1 2.109 2.11 2.12

Materials:

Cardboard boxes

Construction paper

Kraft paper, white paper

Markers, paint, art materials



Where we live is a very important part of each of us. Provide cardboard boxes, butcher paper, Kraft paper, construction paper. Encourage children to create a box which reminds them of their home. Use these homes to make a "town" for your milk box people. Add their address to their front doors.

Facial Expressions

Place cutouts of people with different facial expressions in the Block Area. Cut people out of magazines and mount on posterboard and tape to a block. It will stand up.



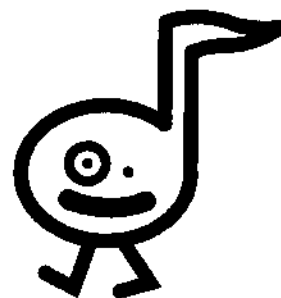


Sing, Song, Sway

Tune: "The Mulberry Bush"

My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes
Let's clap hands together.

3 times- My toes, my knees, my shoulders, my head
Let's sit down together.



Sing to the tune of "If You're Happy and You Know It":

Verse 1: If you're happy and you know it, touch your body
If you're happy and you know it, touch your body
If you're happy and you know it,
Then your face will surely show it:

If you're happy and you know it, touch your body

Verse 2: If you're happy and you know it, pat your body.

Verse 3: If you're happy and you know it, shake your body.

Sing to the tune of "Here We Go 'Round the Mulberry Bush":

Verse 1: This is the way I touch my eyes,
Touch my eyes, touch my eyes,
This is the way I touch my eyes,
I touch (child's name) eyes.

Verse 2: This is the way I close my eyes....

Verse 3: This is the way I blink my eyes...

Verse 4: This is the way I roll my eyes....



Dramatic Play

Benchmarks:

2.1 2.2 2.3

Materials:

Provide ethnic costumes for each culture represented in your group.

Ethnic foods.

Provide clothing for children to dress up as various community helpers. They can experience roles they may want to be as an adult.

Provide clothing which encourages children to try snapping, zipping, buttoning and tying skills.

Dolls, doll clothing, blankets, bottles "formula", diapers, baby bed. Paper, writing materials to make birth announcements.

Have the child choose a partner and mimic the facial expressions of their partner.



Science

One of a Kind

Benchmarks: S/E 1.4 1.7 C/I MS: 3.10 3.12 3.21-22

PD:FM 4.6-4.7

Materials:

Index cards

Washable ink pad

Book about fingerprinting

Magnifying glass and/or microscope

Each person in this world has a unique set of finger and toe prints. Read a book about finger prints such as then help the children make finger prints using one of these methods.

Roll each finger into washable ink and then roll finger onto index card or paper. Ask local law enforcement to come and talk to the children and demonstrate fingerprinting, explaining how unique each set of fingerprints is.

Examine fingerprints under a magnifying glass and/or microscope.

Make two of each set of fingerprints. Put the children's initials at the bottom of the index card. Laminate both sets. Mix them up and see if the children can match the fingerprint sets.

Add to the *I Am Special* book you are assembling. See Fingerprint Page in Art/Creativity section of this theme.

See Me Grow (see Math section for related activity)

Benchmarks: S/E 1.4-1.9, C/I MS: 3.10-3.11, 3.14 3.18 - 3.21 L
5.2-5.4, 5.7-5.10

Materials:

Package of bean or other quick growing seeds

Paper cups or planting pots

Potting soil

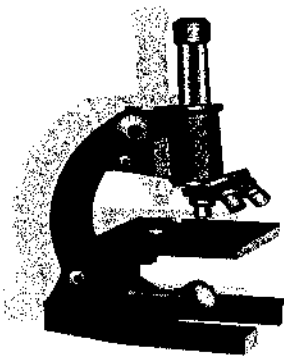
Measuring cup, spoon or scoop

Water

Measuring cup

Craft Sticks

Marker



Fine Motor

OW-IE

Benchmarks: 4.6 4.7 4.1

Materials:

A small booklet showing body parts for each child (elbow, knee, chin, jaw, wrist, ankle), titled My BandAid Book

Box of cute band aids

Go through the book with each child. When they can identify a specific body part such as an elbow, give a band aid. The child puts the band-aid on the body part. The child learns to identify some of the less common body parts and uses fine motor skills to open and apply the band aids.

My Fingers

Benchmarks: 4.6 4.7

(see My Fingers fingerplay in Sing, Song, Sway section)

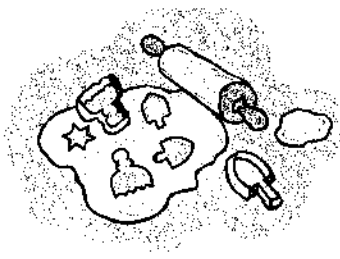
Use old clothing or dress me dolls to provide buttons to button, snaps to snaps, and zippers to zip.

Playdough

2.10 4.6 4.7

Create your favorite playdough recipe. Provide rolling pins, cookie cutters, plastic knives, in the playdough center. As the children play ask if the cookie they are making are identical or are they different? Point out likenesses and differences.

This is an excellent playdough recipe which is fun to make and never fails to provide amusement on a rainy afternoon!



You will need:

1 cup plain (all-purpose) flour

$\frac{1}{2}$ cup salt

2 tablespoons cream of tartar

2 tablespoons vegetable oil

1 cup water with food coloring added

1 teaspoon vanilla essence (optional but it makes the playdough smell nice!)

Put all the ingredients into a large saucepan, and stir over a medium heat until the dough forms into a ball. Allow to cool, and then knead until smooth.

Science

Ask the children if they know what a seed needs to grow. Show the children a bean seed and drop it into an empty cup or pot. Ask "will this seed grow now?" Lead the discussion to present the four components all living things need to live. Present the talk pictures and ask the children to identify each of the components and discuss why each component is necessary. Relate the plants growth to the children's growth. Remind them of the See Me Grow activity they participated in earlier. Recite the growth chant with them. Explain that children and plants cannot grow strong and healthy without all the components.

Explain to the children they will be conducting an experiment to find out what happens when a living things doesn't get the necessary components.

Help the children plant five bean seeds in the following ways:

Plant one bean seed without the potting soil. Put the seed into a cup and pour water on it. Label one craft stick "no food" and tape to the cup. Draw a food picture and put an x through it to indicate this plant won't get food.

Plant a second seed without water. Mark the craft stick "no water". You can draw a small picture of a rain drop and put an X through it to help the children remember this plant doesn't get water.

The third plant will not get sun. Plant in the

potting soil, give it water, but cover it so it cannot get sunshine. Label the craft stick with a picture of the sun with an X through it and the word Sun.

The fourth plant will not get air. Plant with soil, water, and put it where it can get sunshine, but cover it with a clear plastic wrap, glass, bowl or other container that will prevent air from getting to the plant. Draw a puff of wind on the craft stick and put an X through it.

The fifth little bean plant will get all the necessary components, soil (food), water, air, and sunshine. Label the craft stick with all four symbols and words.

Provide a chart for the children to record data on the five plants. Check the plants daily and indicate on the chart the growth. Measure the shoots once they appear. Watch to see what each plant will do. Water the plants who receive water as necessary. After two weeks compare the findings on the plants.



Gross Motor

Kids Connection

Each child chooses a partner. As you call out body parts, each child "connects" with his partners. If you call out toe-to-toe, they will touch toes. Elbow to ear would have one child's elbow touching the other child's ear. Children will learn various body parts and get good exercise twisting and reaching while playing this game.

Art Easel

Have circles on the outdoor art easel for the children to paint their faces.

Mimic Facial Expressions

Choose a partner and mimic the facial expressions of their partner.



Science

Heavy or Light

Benchmarks: S/E: 1.4, 1.7-1.9 C/I MS: 3.10 3.11 3.20

Materials:

Brick

Feather

Cinder block

Chunk of firewood

Ink pen

Pillow

Scales



Working together weigh each item separately and discuss which are light and which are heavy. Weigh each child and put the results on the same page in the I Am Special book as their height was recorded.

Big Voices or Little Voices?

Materials:

Cassette machine

Tapes

Record the children's and teachers' voices. Ask them to whisper, shout, sing and talk on the tape. Listen to the voices and ask the children to identify which voice belongs to each child or teacher.

Do the voices all sound alike? Are our voices also different and special?

Draw a graph and compare whether the voices are high or low, loud or soft, clear or muffled.

Compare a shout and a whisper.

Here is a poem to go with this activity.

Whispers

By Myra Cohn Livingston

Whispers

Tickle through your ear

Telling things you like to hear.

Whispers

Are as soft as skin

Gross Motor

Hokey Pokey

Dance the Hokey Pokey. Wonderful way for the children to use their body parts and see how they work. .

Spotlight Dance

Materials:

Flashlight

CD's or tapes with differing tempos of music



Dim the lights in the room or close curtains to dim the room. Ask the children to stand in a circle. Use a large flashlight to spotlight each of the children. When the spotlight falls on a child he begins to dance to the music that is playing. All the other children follow his moves. Each child should get a chance to start a motion and the others follow it.

What a Pair

(tune B-I-N-G-O)

(discuss what a "pair" is before singing this song. Discuss the "pairs" our body is made up of such as arms, hands, elbows, etc.)

Oh, I have arms, I need arms

I use my arms all day oh!

Arms, arms-swing those arms (3x)

God gave me arms all day, oh!!

Other verses would include other pairs: hands, feet, legs, hips, etc.

Small or Tall

One child turns his back to the group. The rest of the group chants:

Sometimes I am very tall, sometimes I am small

Sometimes I am very, very small

Sometimes I am very, very tall

Guess how I am now.

"It" guesses if the group are small or tall.

Science

Letting little words curl in.
Whispers
Come so they can blow
Secrets others never know.



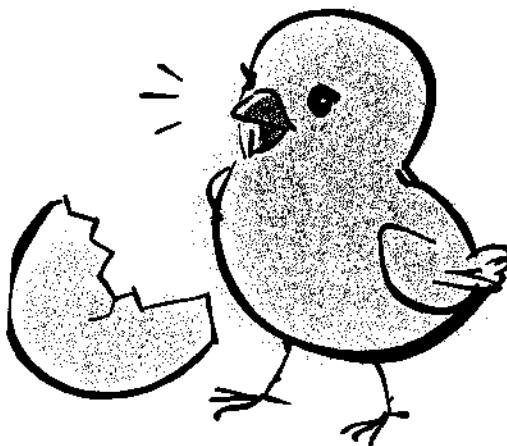
I Speak, I Say, I Talk

Benchmarks: L 5.1 - 5.9

By Arnold L. Shapiro

(for added language, create flannel board pieces or stick puppets of each of the animals. You may already have puppets for each of these animals which could be used. Give each child one or two puppets to use as they learn this poem. Many of the same animals could be used with Jump or Jiggle in the Gross Motor section of this theme)

Cats purr.
Lions roar.
Owls hoot.
Bears snore.
Crickets creak.
Mice squeak.
Sheep baa.
But I SPEAK.



Monkeys chatter.
Cows moo.
Ducks quack.
Doves coo.
Pigs squeal.
Horses neigh.
Chickens cluck.
But I SAY.

Flies hum.
Dogs growl.
Bats screech.
Coyotes howl.
Frogs croak.
Parrots squawk.
Bees buzz.
But I TALK.

Gross Motor

Animal Moves

Invite the children to act out each line of the poem. Repeat a second time saying it quickly. The third time say it slowly and moving slowly.

Walk like an elephant
Hop like a frog
Swim like a fish
Wag like a dog

Fly like a butterfly
Flit like a bee
Gallop like a horse
Wiggle like me!



Jump or Jiggle

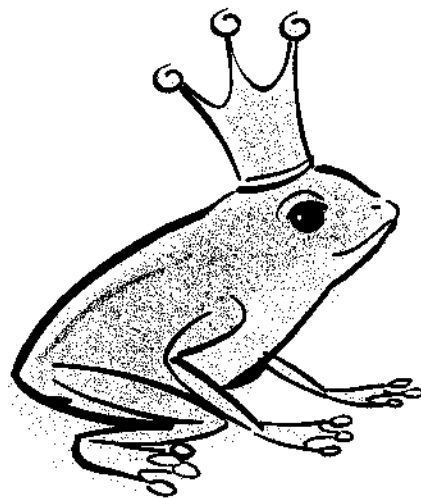
By Evelyn Beyer

(Flannel, magna board, sitck puppets or hand puppets could be used with this poem and also with the poem I Speak, I Talk, I Say in the Science section).

Frogs jump.
Caterpillars hump.
Worms wiggle
Bugs jiggle.

Rabbits hop.
Horses clop.
Snakes slide.
Sea gulls glide.

Mice creep.
Deer leap.
Puppies bounce.
Kittens pounce.
Lions stalk---
But---
I WALK.



Science

What Color Am I?

Benchmarks: S/E 1.4 1.15 3.27 -28 L: 5.2 5.3 5.6

Materials:

Knee high hose in various skin tone shades (white, brown, tan, nude, black, etc.)

Let the children try to various hose on their arms to match their skin tones. Have fun comparing the different skin tones in the group. Are we really white? Are we really "black"?



Color Me.....

C/I 5.10 3.11

Materials:

Paint swatches in a wide variety of skin tones, eye color, hair color.

Graph with one column listing children's names, one for skin color, eye color and hair color.

Encourage children to use the mirror to find the paint swatches that match their skin, eye and hair color. Show them how to hold the swatches next to their skin, eyes, and hair to compare. Children could also work in pairs to match one another. As each child finds swatches to match their characteristics, they will glue them onto the chart. Compare the graph. Are all the children the same skin tone? Eye color, etc. Again, reinforce we are all wonderfully special.

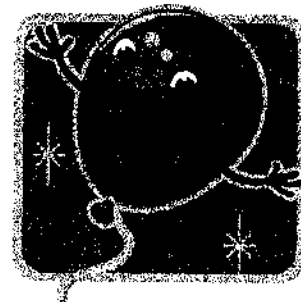
Heart Action

Materials:

Small balloon

Straw

To demonstrate how a heart pumps, put water into balloon, insert straw into top. When you squeeze the balloon the water pumps out. Children learn about the heart's action and also get the fun being sprinkled.



of

Breath of Life

Materials:

Two balloons

To demonstrate the lungs, blow one balloon up and let the air out.

Gross Motor/Outdoor Activities

Hokey Pokey

You put your right hand in,
You put your right hand out;
You put your right hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!



(succeeding verses are: left hand, right foot, left foot, head, hips, whole self [jump in])

Wiggles

(To the tune of The Bear Went Over the Mountain)

Note: This would make a good transition song

My fingers are starting to wiggle
My fingers are starting to wiggle
My fingers are starting to wiggle
Wiggle all around.

(My hands, arms, head, legs, bottom are starting to wiggle)

Pause until children are all quiet.

Last verse: (wiggle vigorously)

My whole body's starting to wiggle

My whole body's starting to wiggle

My whole body's starting to wiggle

I guess I'll just sit down (drop to the floor)

Change tempo fast and slow, ask children for suggestions for other body parts, etc.

Science

How Am I Put Together?

Materials:

You may want to ask parents to help collect these materials.

This project will require several days to complete

For each child you will need:

Yarn needles

String

2 small pom poms (brown, blue, gray and green)

1 small (round if possible) kitchen sponge

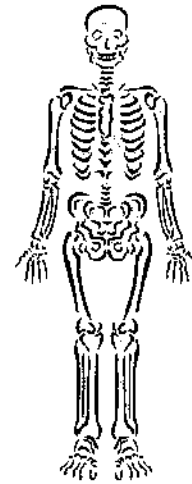
1 small heart shaped balloon

2 regular balloons

1 egg carton

Straws

Spaghetti (cooked)



Use brown kraft paper to trace each child.

Glue pom poms on for eyes.

Fill heart shaped balloon with small amount of water for heart.

Blow some air into the other two balloons as lungs

Provide yarn needles and thread, string or yarn. Cut the egg carton cups apart and help children string them together as the spine.

Straws for veins

Spaghetti for intestines

Sponge for the brain

Learning About Our Bodies

Let the children compare height by standing next to each other. Measure and weigh each child on the length of white paper with yardstick. Mark the length of paper. Let each child compare his height to others on paper. Explain that some are taller or shorter than others; some of us are smaller than others; we are alike in some ways and yet different in other ways. Graph the children's weight and height.

Explain that we all have bones in our bodies and that these bones help to form our arms, etc. - let children point out arm bones, etc. If possible, could have "invisible man kit" - children wouldn't understand all of it, but they could see the bones (skeleton) and then muscle, skin, etc.

Math & Manipulatives

Baby Pictures

In a written note to parents, explain this activity and ask for a baby picture of each child along with their weight and height at birth. Take a picture of each child now and display the two pictures of each child together. Fill a bag with rice or beans to weigh about seven to eight pounds. Use a real-life baby doll or cut out a baby about 19" long. This will give the children an idea of about how large they were at birth.

Tables Games

- Face puzzles
- Cut pictures out of magazines
- Faces with missing parts to be filled in.
- Magnetic face with parts.
- Paper plate with scrapes of paper to cut or tear to create a face.



Science

Skeleton

Benchmarks: C/I 1.8-1.9, C/A 2.1 -2.10 2.12 C/I 3.10 3.19

Materials:

Egg cartons,

Scissors

Tissue

Cut the cups in the egg carton apart. Stack them with a small piece of tissue between each cup (cartilage). The stacks of cups move similar to our spine. Children will enjoy building and disassembling these "vertebra".

Bones No Bones

Benchmarks: S/E 1.8-1.9, C/A 2.1 -2.10 2.12 C/I 3.10 3.19

Pd: 4.9 4.12 C/I L: 5.2 5.3 5.4 5.6

Materials:

Egg carton cups

Tissue paper

String, yarn needle



Read a book to the children telling about their bones. Show them with egg carton cups how their spine supports the body. Discuss the different bones in the body. If possible, have a skeleton model or picture of a skeleton for children to see.

Bones No Bones game is played by describing an animal. "It has a shell and moves very slowly." The children guess the animal and then show how the animal moves. When the teacher calls out "NO BONES." They show how the animal would move if it did not have bones. Lots of active fun.

Is That Me?

Benchmarks: L 5.1 5.2 5.3 5.6 - 5.9

Provide talk pictures showing different facial expressions such as crying, laughing, anger surprise. Provide large mirrors and invite the children to try and make the same expressions. Children learn about expressions and also what they look like making them.

Discuss how a "pout" or "frown" wrinkles up the face. How do they feel when they are making the mad face? The happy face? Why would they feel differently?



Math & Manipulatives

Match Game

C/I MS 3.19 3.11 3.12 3.26

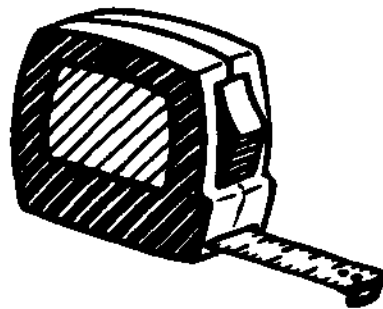
Materials:

Two copies of a photo of each child mounted on index cards or printed onto cardstock or photo paper and laminated. Children mix up cards and place face down. They take turns turning up two cards trying to find a match. Each time they turn up a card they should say the name of the child on the card. If they find a match, they get another turn. If not, it is the next child's turn to try. Child with the most matches wins.

Puzzle

Benchmarks: C/I MS 4.10 - 3.13

Use a scanner or digital camera to print 2 8 x 10 pictures of each child onto cardstock. Laminate. Use a computer program or free hand to cut one picture into puzzle pieces. Use the second copy of the picture as a mat to guide the children in assembling the puzzle.



as a mat

See Me Grow

Materials:

Yarn or string

Tape measure

Scissors

Cards with "growing" chant on them

Teams of three children

Ziplock bags

Talk to the children about how we each grow at a different rate. Divide children into teams. Use one team to demonstrate. Ask one child to lay down, stretch the string or yarn from the child's feet (have one team member hold the string to the feet) to the top of the child's head. Cut the string the length of the child. Measure together to see how tall the child is. Teach the children this little song:

Growing Chant

Fe Fi Fo Fum,

Look how tall I've become!

Fe Fi Fo Fee

I need lots of water, food and sun

So I can grow a taller me!

Include the string with the card with the chant on it. Write on the card the date and how tall the child measured.

Science

Is It You?

Benchmarks: PD 4.6-4.7

Ask your children if they know what their friends look like. Discuss some of the characteristics each child has. Ask the children what part of their bodies they use to look at their friends. After they say "eyes" talk to them about what the word "blind" means. Explain that people who cannot see their friends use their hands to "see" them. Invite them to find out if they can identify their friends using their hands.

Blindfold one child at a time. Choose another child to come and stand in front of "It". Let it use fingers to gently feel the other child's face and identify the child. Here is a poem to recite: try to

I see your face,
And I know it is you.
I can tell by your hair,
And your two eyes so true.

I can tell by our nose,
And your mouth and your chin,
And the way that you dimple
Goes out and in.

There's no face quite like it
I'm sure that is true
For when I see your face,
I know it is you.



Weight Bar Graph

On a long strip of paper make lines to divide the paper into bars (the paper should be longer than it is tall). Starting with the lightest child's weight, write weights at the bottom of each bar, increasing each by one pound (45, 45, 47). Have strips of paper to fit the bars with each child's name on one. An adult should be there to read the weight as the child stands on the scales and then show him the same weight on the graph (if they are half a pound or more above a number let them use the next number). The child puts his name above his weight on the graph. After everyone has weighed, children can use the graph to find how many weigh the same as they do, which weight has the most names, which weight has the least, etc.



Science

Our Body Works Together

Benchmarks: 4.1 GM4.9-4.11

To begin this activity, toss the ball back and forth several times. When the children begin to tire of tossing the ball, ask them to sit down in a circle. Ask them to watch as you toss the ball to someone in the circle. Ask the children "What parts of your body did you use to toss and catch the ball?"

List the parts they mention, lead them to consider the other parts (hands, eyes, feet, trunk, heart, lungs, brain, fingers, etc.)

Now ask them to put their hands behind their back. Tell them their hands decided they don't want to play with the rest of the body. Ask them how they would catch the ball now if it was thrown to them. Allow discussion. Now ask them to take their hands from behind their backs and close their eyes. Could they catch the ball with their eyes closed?

Continue to discuss how closely the body must work together.

How We Grow

Materials: Ten snapshots of your child, from birth to his/her present age. Choose photos that clearly portray how much she has grown through the years.

How to play: Arrange the pictures, side by side, in chronological order in front of your child. As you do this, take the time to discuss each picture with him/her and point out the details that indicate how he/she has grown. For example, in one picture he/she is crawling; in another, he/she can walk. Now, mix up the pictures and give them to your child so he/she can put them back in order again.

Variation: Make a "Me" book. Use construction paper for the pages. To make a cover, mount and glue a piece of construction paper on top of a piece of cardboard the same size. Print your child's name in big letters on the cover. Punch two holes in the left-hand corner of cover and pages, run a long piece of yarn through them, and tie the ends together. Glue the pictures onto the pages in proper order and print the child's age in each child's age in each picture underneath.

